



# Grade drama

## USOE Fine Arts Rainbow Chart

Kindergarten - Page 1	Previously mastered grade level skills	Elements of Drama with definitions	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
		<b>SCRIPT</b> <u>Character</u> - person, animal, or object in a story <u>Setting</u> - the place a story happens <u>Events</u> - what happens in a story	Listen attentively to an adult tell a story and identify the characters, setting and events.	Explore characters, setting and events in several stories.	Repeat the sequence of events in a story through pantomime or verbal means.	Change the characters, setting, or events in familiar stories and analyze the affect on the stories.	Retell stories through guided dramatic play from a text read aloud	As a class dramatize a story, scene, poem, or song.
		<b>ACTING</b> <b>Mental Skills:</b> Listening-conscious effort to hear Imagination-mental images used to create characters and events Pretending- make believe <b>Voice Skills:</b> Imitating-to copy or reproduce voice qualities <b>Body Skills:</b> Imitating- to copy or reproduce qualities of body and movement <b>Ensemble:</b> Cooperating-agreeing to share attention and work well with others in dramatizing	Use dramatic games to: <ul style="list-style-type: none"> <li>• Experience listening, imagination and pretending.</li> <li>• Imitate sounds of objects, animals and people</li> <li>• Imitate movements of objects, animals and people</li> <li>• Experience cooperating with others.</li> </ul>	Using songs, "call and response" activities, or creative drama: <ul style="list-style-type: none"> <li>• Explore listening, imagination, and pretending</li> <li>• Explore various voices and sounds of animals, objects, or people.</li> <li>• Explore and imitate various movements of animals, objects, or people.</li> <li>• Explore cooperating with others.</li> </ul>	Use poems and storybooks read in class with puppetry, pantomime, etc. to apply and practice: <ul style="list-style-type: none"> <li>• Listening, imagination and pretending</li> <li>• Imitating and creating voices for a variety of characters.</li> <li>• Imitating and creating body movements for a variety of characters.</li> <li>• Cooperating with others.</li> </ul>	Use dramatic play, with grade level curriculum and events centered around self to: <ol style="list-style-type: none"> <li>1. Deepen understanding</li> <li>2. Play a variety of roles in family life situations.</li> <li>3. Imitate sounds and movements of environmental elements</li> <li>4. Cooperate with each other by agreeing to share attention and work well with others.</li> </ol>	Cooperate with others to act out human or non-human characters from poems, stories, or process dramas	Share what seemed to make your character and dramatization "real-believable" and what it was like to cooperate as a group
		<b>DESIGN</b> Costumes: clothing worn in a drama to depict character	Identify what various characters wear.	Use a box of clothing to explore what various characters might wear.	Add costumes to develop your characters.	Discuss and play with costumes for non-human characters.	Create costumes for your human or non-human characters.	Discuss how costumes made your character more "clear".
		<b>AUDIENCE</b> <i>The act and behaviors of watching others or self in a live or recorded performance.</i>	As an audience, experience appropriate behaviors while attending a performance.	Explain your likes and dislikes as an audience member of a live performance, recorded media, or storybooks.	Identify a simple message from a story or drama seen as an audience member.	Identify and discuss a favorite part of live theatre, film, or TV from an audience point of view.	Share the role live theatre, film, TV has played in one's own life as an audience member.	Listen to and demonstrate respect for the thoughts of others in an evaluation session as an audience member.